

VALUE EDITION



Volume 2 Since 1865

Exploring American Histories

SECOND
EDITION

A SURVEY

Nancy A. Hewitt • Steven F. Lawson

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Take the lead in succeeding in your history course.

Taking your first college history course might seem like a challenge. These excerpts from the **Bedford Custom Tutorials in History** will give you tools for succeeding in your history course.

Taking Effective Notes

Lectures and reading assignments present large amounts of information that can be overwhelming. Here are a few tips for taking effective notes.

Establish Shortcuts to Facilitate Taking Legible Notes

To speed up your note-taking and yet still have notes you can read, use abbreviations and symbols to indicate commonly used words and ideas. Text-messaging conventions are transferrable to note-taking — for example, use “w/o” for “without” and “b/c” for “because.” In your history class, you can use “c.” for “century” and establish other shortcuts for commonly used historical terminology.

Organize Your Notes and Be Selective

Every time you begin a new set of notes, include the date and subject at the top of the page. Focus on the big ideas and include the concrete examples and details needed to illustrate and support those ideas. Your goal is to create notes that are brief yet understandable.

Working with Primary Sources

A primary source is a document, object, or image created during the time period under study. Sometimes, historical documents can be difficult to understand because of their form or language. Here are questions you can ask when analyzing primary sources.

- ***Who produced this document, when, and where?***
Identifying the author of a primary source is important because it helps expose the author’s point of view. We need to know something about how the author or artist viewed the world and how he or she came to produce the document or visual source.
- ***Who was the intended audience of the document?***
There is often a close connection between a document and its intended audience. The historical importance of a document is partly determined by who read it.
- ***What are the main points of the document?***
While reading, start to make connections between the main points of the document and the specific choices the author made in style, organization, content, and emphasis.
- ***What does this document reveal about the time and place in which it was written?***
Often there is no single right answer to this question because readers bring their own goals and purposes to their analyses and use the evidence found in the document to draw their own conclusions about the document’s historical meaning.

(Continued on the inside back cover)

See the Difference with LearningCurve!



learningcurveworks.com

LearningCurve is a winning solution for everyone: students come to class better prepared and instructors have more flexibility to go beyond the basic facts and concepts in class. LearningCurve's game-like quizzes are book-specific and link back to the textbook in LaunchPad so that students can brush up on the reading when they get stumped by a question. The reporting features help instructors track overall class trends and spot topics that are giving students trouble so that they can adjust lectures and class activities.

A screenshot of a LearningCurve quiz interface. At the top, there is a "Target score progress:" bar with a green progress indicator and a "Back to study plan" button. Below this, a green button says "Nope!". The main content area shows the correct answer: "The correct answer is not: American and British troops were stopping Soviets from entering West Germany through Berlin." Below this, a paragraph explains that Berlin was located deep in East Germany, which was under Soviet control. A question asks "What caused the Berlin blockade of 1948?" with four radio button options. The second option, "American and British troops were stopping Soviets from entering West Germany through Berlin," is selected with an 'X' and is highlighted in grey. At the bottom, there is a "Need help on this question?" section with three buttons: "Read the ebook page on this topic (no penalty)", "Get a hint (fewer points)", and "Show answer (no points)". Three green callout circles with arrows point to specific features: one to the progress bar, one to the correct answer text, and one to the "Read the ebook page on this topic" button.

Students can watch their progress as they answer questions.

Instant feedback allows students to learn from their mistakes.

Questions are linked to the e-Book, allowing students to re-read so they can answer correctly.

LearningCurve is easy to assign, easy to customize, and easy to complete. See the difference LearningCurve makes in teaching and learning history.

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who made our American Histories possible.

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Preface

Why This Book This Way?

We are pleased to publish the second Value Edition of our popular textbook *Exploring American Histories*. The Value Edition provides our signature emphasis on the diverse histories of the United States in a two-color, trade-sized format at a low price. Featuring the full narrative of the second edition parent text, select images, and all maps and pedagogical tools, the Value Edition continues to make a broad and diverse American history accessible to a new generation of students and instructors interested in a more engaged learning and teaching style. In this second edition we have strengthened our digital tools and instructor resources so faculty have more options for engaging students in active learning and assessing their progress, whether it be with traditional lecture classes, smaller discussion-oriented classes, “flipped” classrooms, or online courses.

Helping Instructors Teach with Digital Resources for the Classroom

We know that many students today are on a budget and that instructors want greater flexibility and more digital options in their choice of course materials. Accordingly, *Exploring American Histories* is offered in Macmillan’s premier learning platform, **LaunchPad**, an intuitive, interactive e-book and course space. Free when packaged with the print text or available at a low price when used stand-alone, LaunchPad grants students and teachers access to a wealth of online tools and resources built specifically for our text to enhance reading comprehension and promote in-depth study.

Developed with extensive feedback from history instructors and students, *LaunchPad for Exploring American Histories* includes all the advantages of the comprehensive parent text—the complete narrative of the print book, full color art and maps, multiple document features woven throughout the narrative, and chapter-culminating document projects—as well as additional

source projects from the companion reader, *Thinking through Sources for Exploring American Histories*, and LearningCurve, an adaptive learning tool that is designed to get students to read before they come to class. With **new source-based questions in the test bank and in the LearningCurve** and the ability to **sort test bank questions by chapter learning objectives**, instructors now have more ways to test students on their understanding of sources and narrative in the book.

For the second edition we include other features to enhance active learning, including **new Thinking through Sources** activities in LaunchPad, which extend and enhance the additional document projects in the companion source reader. Designed to prompt students to build arguments and to practice historical reasoning, these sophisticated auto-graded exercises guide students to assess their understanding of the sources, organize those sources for use in an essay, and draw useful conclusions from them. This unique pedagogy does for skill development what **LearningCurve** does for content mastery and reading comprehension. This edition also includes **Guided Reading Exercises** that prompt students to be active readers of the chapter narrative and auto-graded **primary source quizzes** to test comprehension of written and visual sources. These features, plus **additional primary source documents, video sources and tools for making video assignments, map activities, flashcards, and customizable test banks**, make LaunchPad a great asset for any instructor who wants to enliven American history for students.

Narrative Approach: Diverse Stories

Recent historical scholarship has transformed our vision of the past, most notably by dramatically increasing the range of people historians study, and thus deepening and complicating traditional understandings of change over time. The new research has focused particularly on gender, race, ethnicity, and class, and historians have produced landmark work in women's history, African American history, American Indian history, and labor history.

Throughout the narrative we acknowledge recent scholarship by highlighting the theme of diversity and recognizing the American past as a series of interwoven stories made by a great variety of historical actors. We do this within a strong national framework that allows our readers to see how the numerous stories fit together and to understand why they matter. Our

approach to diversity also allows us to foreground the role of individual agency as we push readers to consider the many forces that create historical change. Each chapter opens with a pair of **American Histories**, biographies that showcase individuals who experienced and influenced events in a particular period, and then returns to them throughout the chapter to strengthen the connections and highlight their place in the larger picture. These biographies cover both well-known Americans—such as Daniel Shays, Frederick Douglass, Andrew Carnegie, and Eleanor Roosevelt—and those who never gained fame or fortune—such as the activist Amy Kirby Post, labor organizer Luisa Moreno, and World War II internee Fred Korematsu. Introducing such a broad range of biographical subjects illuminates the many ways that individuals shaped and were shaped by historical events. This strategy also makes visible throughout the text the intersections where history from the top down meets history from the bottom up and the relationships between social and political histories and economic, cultural, and diplomatic developments.

Helping Students Understand the Narrative

We also know that students need help making sense of their reading. As instructors, all of us have had students complain that they cannot figure out what's important in the textbooks we assign. For many of our students, especially those just out of high school, their college history survey textbook is likely the most difficult book they have ever encountered. Also, students come to the U.S. history survey with different levels of preparation. We understand the challenges our students face, so in addition to the extensive document program, we have included the following pedagogical features designed to help students get the most from the narrative:

- ◆ New **Learning Objectives** in the chapter openers prepare students to read the chapter with clear goals in mind
- ◆ Clear **chapter overviews** and conclusions preview and summarize the chapters to help students identify central developments
- ◆ **Review and Relate** questions help students focus on main themes and concepts presented in each major section of the chapter
- ◆ **Key terms** in boldface highlight important content. All terms are

explained in the narrative as well as defined in a glossary at the end of the book

- ◆ The **Chapter Review** lets students review key terms, important concepts, and notable events

In addition, whenever an instructor assigns the LaunchPad e-book (which is free when bundled with the print book), students get full access to **LearningCurve**, an online adaptive learning tool that promotes mastery of the book's content and diagnoses students' trouble spots. With this adaptive quizzing students accumulate points toward a target score as they go, giving the interaction a game-like feel. Feedback for incorrect responses explains why the answer is incorrect and directs students back to the text to review before they attempt to answer the question again. The end result is a better understanding of the key elements of the text. Instructors who actively assign LearningCurve report their students come to class prepared for discussion and their students enjoy using it. In addition, LearningCurve's reporting feature allows instructors to quickly diagnose which concepts students in their classes are struggling with so they can adjust lectures and activities accordingly. The LaunchPad ebook with LearningCurve is thus an invaluable asset for instructors who need to support students in all settings, from traditional lectures to hybrid, online, and newer "flipped" classrooms. See "Versions and Supplements" following this preface for more details.

New Coverage and Updates to the Narrative

As a consequence of the constructive feedback we have received from many reviewers, in this second edition we present an even more rounded view of the history of the United States.

Enriched diversity and increased focus on the West. We continue to pay significant attention to African Americans and women throughout the text and provide greater coverage on the histories of American Indians, Hispanic and Latino Americans, and Asian Americans. Also, we have incorporated more about the West, in both primary sources and visuals and in the narrative. As important, we have not confined our discussion of these subjects to a few chapters, but we have placed them throughout the book. For example, while American Indians were already featured in Volume 1, there is additional attention to Indian-Spanish encounters in chapter 1; more about

alliances among Indian nations and with Europeans in chapter 3; additional coverage of Mandan Indians leading up to and in chapter 8; more in-depth coverage of Indian Removal in chapters 9 and 10; and more about Indians in the Civil War era. Furthermore, the coverage of Aztecs, Incas, Mexicans and Mexican-Americans has been updated in Volume 1, especially in chapters 1, 2, 10, and 12. In Volume 2 we have updated the struggles of American Indians in [chapter 15](#), which covers Westward expansion and in [chapter 22](#) on the Great Depression and New Deal. We have also added considerable new material on Native Americans in relationship to Progressivism ([chapter 19](#)); World War I ([chapter 20](#)); World War II ([chapter 23](#)); and the 1950s and 1960s ([chapters 26 and 26](#)). Hispanic and Latino Americans and Asian Americans are also featured in these and other chapters in Volume 2. With the added attention to these groups, the American West now appears prominently in nearly every chapter.

Updated and Expanded Coverage. We have also absorbed the most recent scholarship to ensure that the most useful and accurate textbook is placed in the hands of students. In addition to the new material on American Indians, Hispanic/Latino Americans, and Asian Americans, we revised our approach to a number of other historical developments. Chapter 1 incorporates recent research on the settlement of the Americas and illustrates the ways that new technologies can help trace American Indian settlements while chapter 2 includes new archaeological research on the Jamestown settlement and expands attention to indentured servants. Chapter 4 addresses the complex relationship between Enlightenment thought and religious revivals. More coverage of naval and maritime developments appears in chapters 7, 9 and 13; Indian Removal is discussed in more depth in chapters 9 and 10, and slave resistance and rebellion is more richly detailed in chapter 10 as well. The coverage of military campaigns in chapter 13 is now framed around the concept of “hard war.” [Chapter 22](#) on the New Deal shows how corporate leaders harnessed Christian ministers to promote their pro-capitalism, anti-New Deal message and how the United States Chamber of Commerce and the National Association of Manufacturers allied with clergymen to challenge so-called “creeping socialism.” Likewise, [chapter 27](#) on the development of political conservatism contains a larger discussion of Reaganomics and the influence of people such as Phyllis Schlafly on the construction of the New Right agenda that went beyond politics to shape such social and cultural issues as reproductive rights for women, religious

freedom, and family values.

Adjustments to Chapter Organization and Focus. Based on reviewers' comments, we also reframed and re-organized several chapters. Chapter 7 is focused more clearly around the ways that competing ideas and interests required compromises to ensure the stability of the new nation. Chapter 8 then focuses on the development of "American" identities among diverse groups living in or on the margins of the United States in the late eighteenth and early nineteenth centuries. [Chapter 24](#) and [chapter 25](#) have been extensively reorganized: the former now traces the Cold War from 1945–1960 and the latter contains the origins of the civil rights movement and its development from 1945–1960 as well as the politics of the Truman and Eisenhower administrations.

The final chapter of a history textbook is necessarily and continuously evolving, and for this edition we have added material on President Obama's second term; the legalization of same-sex marriage; the formation of the Black Lives Matter movement; the revelations of Edward Snowden concerning the government's domestic spy apparatus; the clash over restricting immigration from Mexico and Central America as well as refugees from Syria; renewed conflict between the United States and Russia; and the creation of the terroristic organization Islam in Iraq and Syria (ISIS) and the threat it poses to democratic nations in the West and to moderate Muslims in the Middle East.

Strengthened Attention to Global Affairs. Much of the material we have added underscores the steadily evolving relationship between the United States and the rest of the world. This coverage begins with the early chapters of Volume 1, as the Americas were incorporated into and then became a driving force in major developments in Europe, Africa and Asia. Once the United States gained its independence, its relations with Britain, France, Haiti, Mexico, China, and especially Africa and the West Indies transformed the nation in dramatic ways. Throughout U.S. history, immigrants from diverse cultures have reshaped the country in vital ways. Increasingly in the twentieth and twenty-first centuries the role of the United States in global affairs has transformed the nation and the world economically, culturally, and militarily. Indeed, new technologies, new terrorist threats, environmental disasters, and international trade make it more difficult than ever to understand U.S. history without attention to the wider world.

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